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NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities

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THE AUTHOR

Dr. Clara Mae Taylor is Professor of Nutrition at Teachers College, Columbia University. Her interest in nutrition education dates back to experiences in schools when she was working with Dr. Mary Swartz Rose.

In this issue Dr. Taylor describes her firsthand experiences in the development of nutrition education programs. She uses as primary examples long-term nutrition education research programs directed by her in two elementary schools in New York City.

In 1948, Dr. Taylor initiated a special graduate program in nutrition education at Teachers College in conjunction with a service course for school personnel including classroom teachers of all grade levels. Graduates of this program are employed in nutrition education in the United States and abroad. She has participated in many community programs and workshops for teachers and has served on the staff of the Horace Mann-Lincoln Institute of School Experimentation.

Dr. Taylor is the author of "Food Values in Shares and Weights," now in its 2nd edition. She is the co-author with Dr. Grace MacLeod of "Rose's Laboratory Handbook for Dietetics," 5th edition, and "Foundations of Nutrition," 4th and 5th editions.

NUTRITION EDUCATION DEMONSTRATIONS

CLARA MAE TAYLOR, Ph.D.

Certain guiding principles for effective nutrition education in elementary schools have developed from thoughtful evaluations of the many demonstrations in which Teachers College has been involved through its now 40 year-old program of Nutrition Education Research. Effectiveness has been measured by (1) evidence of the desire of school personnel to have the programs continued, (2) improvement of pupils' food habits, and (3) findings on growth (height and weight) of children in relatively long-term studies. Adaptability of these programs to differing environments and cultures has also been established.

NUTRITION IN SCHOOLS

Attempts to teach nutrition to classes of school children in the United States were started in New York City by Dr. Mary Swartz Rose, Professor of Nutrition, Teachers College, Columbia Uuniversity. Classes were taught first at the Morningside Nutrition Center in 1919 and then in Public School (P.S.) 43 and other public schools in New York City.

In 1925, a more comprehensive program for the fifth and sixth grades was started in P.S. 157. Its primary objective was the development of techniques and selection of subject matter for helping children to improve eating habits. Nutrition programs were also initiated in two private schools, the Horace Mann School and later in Lincoln School.

From 1935 to 1940 an intensive study of nutrition curriculum problems, financed by Sheffield Farms Company, was made at Speyer School, an experimental school under the joint direction of the New York City Board of Education and Teachers College. Dr. Bertlyn Bosley, now with

the Division of Indian Health of United States Public Health Service, worked with Professor Rose on this project. Their publications are listed as references.

Because of her vision in the early development of nutrition education in schools and her ability to interpret and adapt the science of nutrition to school situations, Professor Rose's influence has had far-reaching effects.

The science of nutrition has reached great heights during the past 60 years. This progress offers new opportunities of enriching the school curriculum through meaningful experiences for children from kindergarten on. Although nutrition is a highly technical science, it can be interpreted effectively to children of all ages.

HOW DO YOU START A SCHOOL NUTRITION PROGRAM?

How to do it? and who does it? are frequent questions asked the author. Long experience in many schools has shown good programs can be started in a number of ways. Individuals such as the health counselor, school lunch supervisor, home economics teacher, school nurse, science teacher, classroom teacher, or public health nutritionist may be the initiators. Programs can also be sparked by group activity—parent-teachers' associations, community agencies, and community nutrition committees.

For example in P.S. 165, a New York City elementary school, the principal initiated the nutrition program. In P.S. 105, the need was recognized by the district health counselor and the program initiated through the efforts of the Washington Heights-Riverside Nutrition Committee. A promising program was started by the school nurse at Agnes Russell Center, a private elementary school sponsored by Teachers College. In Mineola, Long Island, N. Y., as well as in Greenwich, Conn., the respective school lunch supervisors initiated active nutrition programs. In an elementary school in Yonkers, N. Y., a classroom teacher began the work.

A few underlying principles have emerged from these experiences. First, some one person must be sufficiently convinced of the importance of good food habits among children and of the school's responsibility for developing, maintaining, and improving them to be willing to devote considerable time to organizing and continuing the program in the school curriculum. Second, the assistance of a person competent in nutrition should be enlisted to serve as helping teacher or consultant. Third, the interest of the classroom teachers must be aroused and maintained. Fourth, to ensure a practical program, the special needs of the particular school-community situation must be explored from the standpoint of living conditions, economic levels, cultural backgrounds, availability of foods in local markets, and existing food practices. In all cases the cooperation of the school administrator must be obtained and a school-wide program established.

To what extent the available foods are used may be determined by repeated food-habit surveys, the findings of which can give direction to the educational program. Long-term program planning that is flexible is essential for success. Frequent evaluations will usually indicate when a program needs to take a new direction or have a new emphasis.

As a rule food habits in need of improvement are not easily changed. Everyone has some good food habits. Approval of these should be shown and every effort made to maintain them regardless of whether or not they fit into a conventional pattern. That some additions or substitutions in the selection of foods are desirable must be presented in subtle but convincing ways.

THE PUBLIC SCHOOL 105 PROGRAM

How It Started.—During and following World War II, our nutrition students at Teachers College assisted in a number of ways with school-community programs in the university neighborhood. One of these was the development of a nutrition program in Public School 105 which had an average enrollment of 1,200 children and a faculty of 41 teachers. The District Health Counselor, concerned because children's food habits were particularly poor, requested the Washington Heights-Riverside Nutrition Committee to help. This school was located in the heart of a community rapidly increasing in number of families with a Spanish-speaking background. The nutrition committee requested help from the Nutrition Laboratory at Teachers College.

A research project was planned which had two main objectives (1) to set up an experimental situation in a school to find out the needs of teachers who are to carry out nutrition activities in their classrooms, and (2) to set up a training program for graduate nutrition students to prepare them to serve as teacher helpers or consultants. Funds were obtained from General Mills, Inc.

The demonstration program in nutrition education at Public School 105 began in September 1947 when the principal called a joint meeting of the school's curriculum

committee and the Nutrition Education Research staff of Teachers College to discuss the nutrition program.

An initial survey of food habits was made and the heights and weights of all children in the school were taken at regular intervals throughout the 6-year period. A small room served as headquarters for the nutrition program.

A nutrition program for parents particularly designed to reach the Spanish-speaking parents was initiated. Thus a schoolwide program including administrators, teachers, parents, and children was underway within a period of months.

Teachers Educated First.—The P.S. 105 teachers had limited background knowledge of nutrition since nutrition education is not generally included in their preservice education. It was our belief that nutrition programs would be more effective if carried out by classroom teachers, and since 75 percent of the teachers planned to participate in the program, it seemed wise to work with teachers first.

The principal arranged for classes to meet during school hours one afternoon a week. Teachers met in three groups: (1) Kindergarten and first and second grade teachers, (2) third and fourth grade teachers, and (3) fifth and sixth grade teachers. Discussions in each group (meeting every third week) centered around nutrition problems and classroom activities at the maturity levels of children in the respective classrooms.

Use of available resource material was discussed. The principal attended the in-service classes regularly. At the request of the teachers additional classes were held the following year.

An initial investment of time in providing teachers with basic nutrition facts pays dividends beyond measure. The many advantages of initial nutrition education for teachers may be summed up as follows: (1) Teachers develop an appreciation and comprehension of the health advantages of good nutrition. (2) They and the children they teach derive lasting personal benefits. (3) They learn to recognize children in their classrooms who may be nutritionally underpar. (4) They develop greater facility in presenting nutrition facts in practical, simple terms and helping children develop better food habits. (5) They are better able to guide parents in helping children to maintain good nutrition practices at home. (6) They have opportunities to see how nutrition can be projected into existing classroom programs. (7) They develop confidence in using nutrition facts and activities in their classroom programs. (8) They learn how to use nutrition experiences to enrich many areas of study in the curriculum.

As our work continues we repeatedly meet teachers we had lost track of in the city system but whose enthusiasm for nutrition education in the school curriculum has continued. This has also been true of the principals of P.S. 105 and of other schools who have been transferred from the schools where we have worked. They want a nutrition program in the new situation.

Predetermined Needs of Children Met.—The nutrition program was planned with the teachers at the different grade levels to meet needs indicated in initial surveys.

Many of the children were undersized for their age and frequently apathetic. Their breakfast and lunch patterns were generally poor. They needed more milk, citrus fruits, and dark-green and deep-yellow vegetables. These foods were stressed from the kindergarten through the sixth grade.

This school did not have a foods' laboratory or any equipment needed for the nutrition program. Our small equipment budget was spent for portable electric plates and ovens, portable aluminum tea wagons, folding card tables, asbestos mats, dishes, and miscellaneous kitchen equipment. Cages, scales, and storage jars for animal experiments were also needed. Equipment was easily transported from room to room as needed and when not in use was stored in the nutrition room which was shared part of the time with the Parents' Association. This helped to acquaint parents with the nutrition program and to develop good relationships.

The program in the *kindergarten* and *first* and *second grades* promoted good food habits. Trips to local markets to get acquainted with important foods particularly the dark-green and deep-yellow vegetables were popular. The home background of many children provided a limited knowledge of foods since rice and beans furnished most of the calories. Attention was also given to snacks brought from home.

Model food stores, push carts, charts with pockets for paper models of fruits and vegetables, clay models, and other devices were used to help the children identify and classify fruits and vegetables. They learned to like these foods through tasting parties which provided group approval. Slides showing young farm animals drinking milk and eating green grass stressed the importance of drinking milk and eating vegetables for health and growth.

Use of living animals in kindergarten and first and second grades for observation and care (not experiments) proved to be very popular. Rats, chickens, guinea pigs, and rabbits were observed for a few weeks at a time. The children had the responsibility of feeding them and keeping them clean. The children also learned to recognize the

signs of a healthy animal. Since guinea pigs and rabbits literally gobble up carrots and greens, they set a wonderful example for children. Even turtles and tadpoles need green and yellow foods. A first grade teacher commented that the improvement in the food habits of her children during the first year had been so gradual that she had not realized how much had been accomplished until she started with a new group in September.

In the *third and fourth grades* emphasis was placed on good breakfasts and lunches. The actual measurement of foods to demonstrate the amounts for boys and girls as well as the selection of foods for breakfasts and lunches was essential for these children, many of whom had responsibility for getting some of their own meals at home because both parents worked. The preparation of cooked cereals, soups, salads, milk dishes, and vegetables were popular classroom activities. Taking milk apart and making butter and cheese proved instructive and fascinating. Good breakfasts and lunches were planned.

Trips to the market to get food prices helped to broaden the children's knowledge of foods, and provided meaningful problems in arithmetic.

Preparation of the soil for growing vegetables emphasized the need of good nutrition for growing plants as well as for growing boys and girls.

Animals were used for observation and care in the third grade but actual experiments were not recommended until the fourth grade, when children are ready to comprehend and carry through an experiment satisfactorily. They learned a great deal in keeping records, making graphs, weighing animals, writing and giving reports, and in carrying out related responsibilities. Comparison of good and poor breakfasts or different levels of milk made satisfactory starting experiments.

Fifth and sixth grade children had many interests and further work with experimental animals offered many opportunities for integrating nutrition in health, science, social studies, mathematics, language arts, and other courses. Animal experiments helped children to see why certain foods are important for growth and health.

A few of the essential nutrients were taught in either the fourth or fifth grades. Experimental work with rats on diets differing in levels of milk readily demonstrated the importance of calcium. This helped to emphasize that the amount of a food as well as its kind makes a difference.

Through work on cereal grains the importance of thiamine and iron were stressed.

An interest in foods as sources of ascorbic acid was developed through a guinea pig experiment and this also served as a springboard for the study of foods as sources of vitamin A.

Food sources of protein were likewise related to the study of milk and its products. For example, the study of cheeses around the world tied in with social studies and geography and provided a fine opportunity for introducing youngsters to new foods through tasting parties. Studies of other foods in different countries were also integrated with geography and social science.

Growing plants, food preparation, tasting parties, parties for parents, and trips to markets, food processing plants, museums, and related places were broadening experiences for fifth and sixth grade children and helped to integrate nutrition with the other areas of learning in the classroom. Slides, film strips, and moving pictures, carefully selected, were used to enrich programs.

Thus a knowledge of the essential nutrients for health and their best food sources with convincing experiences demonstrating the reasons for their importance were included in the curriculum before the boys and girls left the sixth grade.

Use of Exhibits.—The nutrition room at P.S. 105 had a window opening on a hall, which a great many children had to pass. This window was used for exhibits which often featured holidays and always promoted nutritious foods. An Easter parade featured bunnies carrying baskets filled with eggs, carrots, and green vegetables. Flyers for teachers described the exhibits and gave suggestions on how the theme could be brought into classroom programs at each grade level. Children in one of the fourth grades composed verses, to the tune of "Easter Parade."

Michele and Joan wrote this verse:

All the Easter bunnies
Have carrots by the hundreds
And cabbage, beans and spinach
Just to make them so strong.
Learn a lesson from the bunnies,
So all you little honies
Please eat just like these bunnies
And you'll never go wrong!

A large bulletin board in the school lunchroom displayed

children's nutrition posters or other special exhibits. This offered graduate students an opportunity to test their ability to appeal to children. On one occasion a graduate student was replacing a popular exhibit and did not notice an observer until a small boy's voice behind her remarked "I don't like this as well as the one you took down. Cartoons go over with children, you know."

Use of Animals.—Use of animals has proven one of the most effective means of teaching nutrition. Great care must be taken, however, that the preliminary planning for animal studies and experiments takes into account certain essential points. Objectives suitable to the maturity level of the children need to be carefully spelled out in advance. Equipment including cages, cups for food and water, and other miscellaneous supplies need to be assembled. Diets should be prepared in advance and expert assistance obtained as to their suitability.

In kindergarten and first, second, and third grade, children should be taught how to care for animals. They need to learn that animals, like boys and girls, must have good wholesome food and fresh water each day if they are to grow and be healthy and strong. Cages must be kept clean. Children must be gentle when they handle and play with animals.

In the fourth grade and the upper elementary and high school, children and youths are ready for actual experiments. Experiments should be started early enough to permit full recovery of the animals. If two breakfasts are being compared to see which is nutritionally better, animals on the poor breakfast should be changed to the good breakfast after 2 to 4 weeks. For most experiments with rats, 6 to 8 weeks will be long enough.

Parents Reached.—In each of the schools where we have worked with parents, food demonstrations have been one of the most popular activities. An interpreter usually has assisted when the audience was non-English speaking. Demonstrations given by graduate nutrition students in answer to requests of parents have included such topics as:

The Various Kinds of Milk
The Preparation of Green and Yellow Vegetables
Our Fruits and Their Juices
Low-Cost Protein Foods
The Use of Stale Bread
Nutritious Breakfasts for School Children
Nutritious Lunches for School Children.

Parents were invited by letters sometimes written by the children. Other times letters were written in both Spanish and English by the interpreter.

Younger children came with their parents since baby-sitters were not available. These children often set a good example for parents by eagerly participating in the tasting party at the end of the demonstration.

Fathers, mothers, and other relatives were invited. At the end of one demonstration a woman commented: "I am Billie's grandmother and I only came to please him since his mother works. I am glad I came because I learned a number of things about foods and I like to be able to tell my daughter how to save money."

Program Effectiveness Evaluated.—Informal evaluation of the nutrition education program at P.S. 105 was carried out continuously. That the program was well received was evidenced by (1) cooperation, enthusiasm, and continued interest of the teachers who participated and their desire to learn more nutrition; (2) keen interest of the children in the various classroom activities; (3) interest of the parents and their requests for additional meetings, and (4) continued interest and backing of principals.

However, we wanted to know whether a school nutrition program, planned to encompass the education of teachers, children, and parents simultaneously, had a measurable effect on the food habits and growth of the children. Evaluation of an educational program is difficult but surveys of food habits and height-weight records which were taken at the start and at frequent intervals throughout a 6-year period served as focal points from which to measure progress of the children.

By spring of 1951, a more formal evaluation seemed desirable and Miss Edna Sostman assumed this responsibility as a project for the doctor's degree in Nutrition Education. Her evaluation covered 6 years of the 8-year program—1948 to 1954.

The great turnover in administrators, teachers, and children in the school during the 6-year period presented a problem when it came to evaluating the program. Fortunately we were able to work with some of the same teachers, and many of the same children throughout the 6-year period.

Miss Sostman studied the food habits of children and found that it was necessary to develop a method whereby food habits of many children could be evaluated with a reasonable degree of accuracy and dispatch. The children came from 43 different national backgrounds and even among those with U.S. born parents there was more than

one food pattern. However, careful analysis indicated that several breakfast patterns could be set up as yardsticks to measure whether individual children were getting at least a fourth of the recommended dietary allowances for breakfast. Similarly, several luncheon patterns were used to tell whether individual children were getting at least a third of the recommended dietary allowances for lunch.

Surveys of breakfast food habits of the total school population in 1953 showed that the percentage of children coming to school without breakfast had decreased from 10 percent (120 children) to 4 percent (45 children).

The nutrient content of the breakfast patterns was calculated and compared with National Research Council Recommended Daily Allowances. About 36 percent of children in the nutrition education program and only 11 percent of those not in the program were found to have breakfasts providing at least one-fourth of allowances in 1954.

The breakfast survey also showed that the number of children preparing their own breakfast at home had increased by 17 percent during the period from 1951 to 1954. This was attributed in part to the satisfying experience of preparing simple breakfasts as a classroom activity. From answers to the questionnaire it appears that the children preparing their own breakfast also took care of younger brothers and sisters.

Perhaps in large part due to recommended improvements in the school lunchroom facilities, completed by 1951, the number of children participating in the school lunch program increased from 25 percent in 1948 to 42 percent in 1954.

An evaluation was made of the children's lunches and compared with the initial surveys made in 1948. An increase of 16 percent was noted among children eating lunch at school, which provided one-third of the National Research Council Recommended Daily Allowances, and 6 percent among those eating a lunch of similar nutritive value at home. Teachers reported that children seemed more alert. Less food waste was also observed in the lunchroom.

There was about a 4 percent increase in the number of children preparing lunch at home. Again, the preparation of "easy-to-get" lunches had been part of the nutrition education program.

A comparison was made of the height and weight measurements of two groups of children in P.S. 105, (1) those who had had a nutrition program in their classrooms at P.S. 105 for a 3-year period, and (2) a group with similar background who had recently been transferred to P.S. 105 from other public schools in New York City. The second group had attended their former school for a minimum of 3 years and had not been involved in a nutrition program.

Heights and weights of these two groups of children were compared. The average yearly increase in height was 2.40 inches and the average yearly gain in weight 8.76 pounds for the children who had had an active nutrition program. In contrast respective increases were 2.28 inches and 6.96 pounds for those children who had not had nutrition education. The difference in weight gains proved to be statistically significant. Although the difference in height gains favored the children who had had nutrition education they were not statistically significant. A large proportion of the children in P.S. 105 were small for their age and there was no problem of overweight.

A high percentage of the children came from families of low-socio-economic backgrounds and during the period of this evaluation represented as many as 43 different national backgrounds at one time. From 1947 to 1953, the children with Puerto Rican backgrounds increased from 65 to 73 percent of the total school population. Naturally the families of these children brought their food patterns with them and the adjustment to new living conditions and the available foods in New York City markets presented a real challenge.

Teachers at P.S. 105 felt that the nutrition program which provided practical experiences with foods in the classroom made a real contribution in helping the children in these families adjust to their new environment and to master the English language.

THE PUBLIC SCHOOL 165 PROGRAM

How it started.—In 1955, the principal of P.S. 165 recognized the need of a nutrition education program for his pupils. He called upon a community organization, Morningside Heights, Inc., for assistance. The agency asked Teachers College for guidance and provided a small fund to support the program. Funds were continued for 2 years and thereafter small additional contributions were made for the continuation of the work.

Like P.S. 105, P.S. 165 is located in New York City's crowded Upper West Side and has many different national and cultural backgrounds represented in the school population. It has an enrollment of about 1,750 children and a faculty of 70 teachers.

When the program began, 17 percent of the teachers

participated and others were drawn in as the work progressed. The program, similar in many ways to that in P.S. 105, also began by educating teachers and determining nutritional needs of children.

City-wide Recognition.—A fifth grade class won first place in New York's Manhattan-Boroughwide-Science Fair conducted by the Board of Education and the American Institute of Science. They conducted a nutrition experiment using 2 pairs of rats. One pair was fed a diet composed chiefly of rice and beans and the other pair had the same diet plus a generous amount of milk. The rice and bean diet was typical of that of the children in Mrs. Mann's class.

As the experiment progressed the children noted that the animals on the diet with added milk were growing more rapidly, were calm, and had glossy fur, bright eyes, firm muscles, and dry noses. The animals on the diet with little milk were nervous, had coarse fur, and runny noses.

This firsthand experience convinced the children, that the addition of more milk improved the rice and bean diet. They also studied the different kinds of milk available locally and the "milk" animals in countries around the world. They made simple milk dishes.

Following their selection as first place winners in the Science Fair, they wrote the script for a radio broadcast and presented it on the air as part of New York City's 1959 Nutrition Week Program.

Contributions of the Program.—The effectiveness of an active school nutrition committee was demonstrated in P.S. 165. The principal organized the committee made up of teachers representing various grade levels and special areas of instruction, district school lunch supervisor, president of the Parent Teachers Association and the chairman of its health committee, the assistant principal, the author, and an advanced nutrition student. This committee helped plan the nutrition education program, interested the PTA in donating funds for the continuation of the work, and helped to keep the community informed of objectives and procedures.

Although funds are not now available for extension or formal evaluation of the program, teachers continue to request guidance and assistance in projecting nutrition into the existing curriculum. We welcome these requests not only because we desire to help teachers but because they provide opportunities for advanced students to gain a working knowledge of school curriculum problems—the basis for giving constructive help to teachers who desire to include nutrition in classroom programs. This work has added and strengthened guidelines for planning nutrition education courses for nutrition specialists.

NUTRITION EDUCATION REACHED SECONDARY SCHOOLS

Did the boys and girls leaving P.S. 105 carry their nutrition into the nearby Junior High School? A telephone call from the Health Counselor at P.S. 54 requesting assistance furnished the answer. One of our boys from P.S. 105 had interested a group of children in an animal experiment and they wanted to study the school lunch. They needed some assistance to get started.

Three pairs of rats were fed a typical lunch. "Romeo and Juliet" were given the Type A lunch, "Anthony and Cleopatra" received cake and coffee, and "Napoleon and Josephine" had hamburger and soft drink.

The three cages of animals were kept in an exhibit case which the children passed on their way to the lunchroom. Needless to say "Romeo and Juliet" demonstrated the superior value of the Type A school lunch. Recently another group of children carried out a similar demonstration comparing three typical breakfasts.

Mrs. Marion Reading demonstrated the use of shares in her health class in the Senior High School in Great Neck, Long Island. The teenagers studied their personal needs as given in Taylor's *Food Values in Shares and Weights.* They kept track of 1 day's food intake and calculated the calories and nutrients in shares. They also studied the functions of the nutrients.

Mrs. Reading reports that "one of the great satisfactions of teaching this unit on nutrition is the realization that the girls begin to understand food values, to ask for guidance, and to take some action in doing something about their poor eating habits."

A GRADUATE COURSE IN NUTRITION EDUCATION

Our experience with nutrition education programs in schools indicates that teachers need competent consultant help (1) to gain facility in incorporating nutrition into their classroom programs, (2) to interpret new knowledge as it is established, and (3) to coordinate classroom activities on a school-or city-wide basis.

To prepare personnel to supply the necessary consultant service, a new course in nutrition education for advanced nutrition students was started at Teachers College in 1948 along with a service course for elementary teachers. Also a nutrition laboratory was set up at the college for the development of educational materials.

Experience over the years has demonstrated the value of a course in nutrition education for graduate students in nutrition.

- Such a course helps nutrition students, engrossed with the rapidly developing science of nutrition, see how scientific facts can be simply presented to parents, teachers, and children. A course in nutrition education helps them to select and clarify well established facts and interpret them in simple convincing ways.
- It provides an opportunity to get acquainted with school curriculums and the problems facing classroom teachers, administrators, and other school personnel.
- It gives them an opportunity to observe practices in schools differing in facilities, and having pupils from varying cultural backgrounds and economic levels.
- It makes it possible to observe school lunch programs and to note the features of the programs which seem most helpful in promoting good food habits.

NUTRITION EDUCATION IN OTHER ENVIRONMENTS

Graduate nutrition students who have had the type of training in nutrition education described have established effective programs in situations very different in environment from that found in the City of New York.

One of these programs was carried out by Juanita Archibald (now Mrs. E. L. Eagles) on Cape Sable Island off the coast of Nova Scotia in a rural fishing community with one- and two-room schools. As Director of the Nutrition Division of the Nova Scotia Department of Health, Miss Archibald was able to enlist the services of the Medical Health Officer and the Chief of the Nutrition Division of the Department of National Health and Welfare to work with her on the nutrition survey. The Nova Scotia Department of Education made it possible to carry on the followup nutrition education program in the schools.

Miss Trandalier Jones, the first Public Health Nutritionist in the Virgin Islands, also conducted an effective program in nutrition education in another situation where the climate, food habits, available foods, cooking facilities, and the cultural background of the population were in striking contrast to those in New York City.

Former students have located in many parts of the world and, although published reports are not available, frequent letters indicate ways in which experiences in their basic training have been adapted to fit local needs.

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